

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



PBHL12002 *Public Health Initiatives*

Term 2 - 2024

Profile information current as at 15/05/2024 07:25 pm

All details in this unit profile for PBHL12002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Public health programs require a coordinated effort and are typically based on a systematic planning model. This unit builds on your understanding of public health by providing a planning framework and the necessary tools to tackle complex public health issues at population, community and individual levels. Effective public health programs incorporate a combination of initiatives to promote and protect health, hence you will explore and critique a range of individually focused initiatives (aimed at changing individual behaviour) and structural initiatives (aimed at changing social, economic, political, and environmental factors). Public health advocacy will be explored as a key strategy for facilitating 'upstream' changes such as regulation, policy or procedural changes. You will have the opportunity to develop a planning model to address a specific public health issue; this model can be used to prioritise health issues, select appropriate public health initiatives and develop indicators to assess health impacts and outcomes over time.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

48 credit points

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Feedback from staff member. Review of Moodle site.

Feedback

There was limited interaction on the discussion board.

Recommendation

Ensure more interactions on the discussion board with students by linking more topics with assessment tasks. Highlight to students how the discussion board is good practice for Assessment 1: Short Answer Quiz.

Feedback from Student evaluation

Feedback

One student evaluated that they did not see the relevance of the unit.

Recommendation

Reiterate to students the relevancy of the unit materials for both Health Promotion and Environmental Health careers through contemporary practice examples.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Articulate the importance of a planning model to guide program planning within public health
2. Distinguish between 'individually focused' and 'structural' public health initiatives
3. Determine the most appropriate combination of initiatives for addressing a key public health issue
4. Articulate the importance of public health advocacy as a key strategy for improving the health of the community
5. Develop a planning model to address a specific public health issue
6. Solve ethical concerns relating to initiative development.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 20%		•		•		
2 - Written Assessment - 40%	•	•	•	•		
3 - Written Assessment - 40%	•		•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy	•	•			•	
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence			•			•
8 - Ethical practice			•		•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.